

**THE EFFECTIVENESS OF USING PICTURE SERIES AS TEACHING
MEDIA TO IMPROVE STUDENTS' WRITING ABILITY IN NARRATIVE
TEXT AT SMAN 1 SUMBERPUCUNG**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



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April 2020**

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It has fulfilled the requirements to get
Master Degree of English Language Education
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LETTER OF STATEMENT

I, the undersigned :

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Hereby, declare that :

1. The thesis entitled : **THE EFFECTIVENESS OF USING PICTURE SERIES AS TEACHING MEDIA TO IMPROVE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT SMAN 1 SUMBERPUCUNG**

is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 11 May 2020

The Writer,



LANGGENG AJI WICAKSONO

MOTTO AND DEDICATION

“Learn the rules like a pro, so you can break them like an artist.”

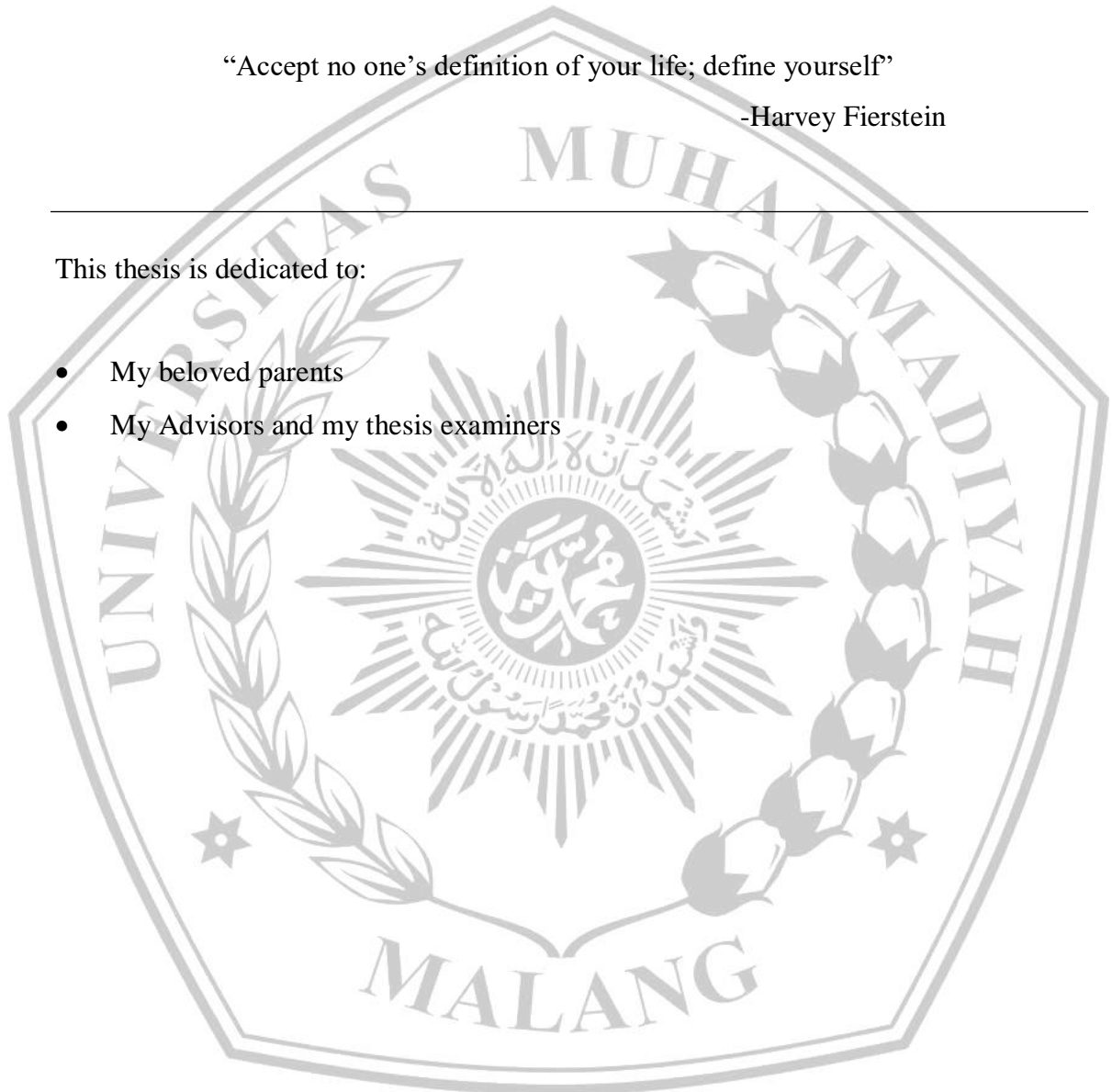
-Pablo Picasso

“Accept no one’s definition of your life; define yourself”

-Harvey Fierstein

This thesis is dedicated to:

- My beloved parents
- My Advisors and my thesis examiners



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First of all, the researcher would extend the greatest gratitude to his only God, Allah SWT, who gives him an opportunity to finish his thesis. Always be thanking to Allah SWT who always gives him healthy during the process of writing the thesis.

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His biggest thanks also go to his parents who support him to finish the thesis. There are many obstacles in writing and finishing this thesis but they always pray and give their warmth smile to the researcher to motivate him to finish the thesis on time.

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The last but not least, for everyone that takes their part towards my thesis and I forgot to mention, again, I'm lost in remembering, thank you, we know that good serves good.

Malang, 09 May 2020

The Researcher

Langgeng Aji Wicaksono

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ABSTRACT

This research aims to investigate and explore the use of picture series as teaching media towards tenth grade students' writing ability in narrative text at SMA 1 Sumberpucung in Malang. The teaching of writing in high school level is never been easy. Many problems occur both from teacher and students. Mostly English teachers in Indonesia rarely use interesting media that can attract students' attention. Instead, most teachers only use handbook to teach writing skill. Of course, with limited and boring media students do not feel motivated to learn in class. This result in the low score of students' writing test.

It is found that students face many difficulties in writing narrative text. They tend to get difficulty in generating idea and write a story in a correct sequence. Thus, the researcher eagers to conducts a research regarding the use of picture series to improve students' ability in writing narrative text.

The researcher uses mixed method to gather and analyzed the data. The population of the research is all students at tenth grade level at SMAN 1 Sumberpucung Malang. The samples 60 students from X-IPS 3 (Experimental Group) and X-IPS 4 (Control Group). The researcher mixes quasi-experimental with qualitative research design. The experiment last for 4 meetings. The researcher teaches both classes. The quantitative data are in the form of scores from pretest and posttest. While, the qualitative data are in the form of pictures and transliterated interviews/interaction.

From the data findings, the researcher finds that the score of posttest in experimental group higher than control group. The score of posttest in experimental group is 77.77 and the control group is 72.53. The independent T-test also shows a score of Sig. (2tailed) 0.025. This indicate that the treatment given in the experimental group can improve students' writing ability in narrative text. Since, the Sig. (2-tailed) score is less than 0.025 the alternative hypothesis is accepted.

Those quantitative data are also supported by the qualitative data. According to the observation and interviews, most students show a positive response. After treatment is given students become more focus and motivated to learn. They also active in participating in class activities like responding to the question asked by the researcher and share their idea in class.

In conclusion, the use of picture series is proven to be able to improve students' writing ability and score in narrative text. Additionally, picture series also keep students stay motivated and focus on the assignment. It also makes students more active in class.

Keywords: *Writing ability, narrative text, teaching media, picture series*

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ABSTRAK

Penelitian ini bertujuan untuk meneliti dan mengeksplorasi penggunaan *Picture series* sebagai media pengajaran terhadap kemampuan menulis siswa kelas sepuluh dalam teks naratif di SMA 1 Sumberpucung Malang. Pengajaran menulis di tingkat sekolah menengah atas tidak pernah mudah. Banyak masalah terjadi baik dari guru maupun siswa. Sebagian besar guru Bahasa Inggris di Indonesia jarang menggunakan media yang menarik yang dapat menarik perhatian siswa. Sebaliknya, sebagian besar guru hanya menggunakan buku pegangan untuk mengajarkan keterampilan menulis. Tentu saja, dengan media yang terbatas dan membosankan, siswa tidak merasa termotivasi untuk belajar di kelas. Ini menyebabkan rendahnya nilai dari tes menulis siswa.

Ditemukan bahwa siswa menghadapi banyak kesulitan dalam menulis teks naratif. Mereka cenderung mengalami kesulitan dalam menghasilkan ide dan menulis cerita dalam urutan yang benar. Dengan demikian, peneliti ingin melakukan penelitian mengenai penggunaan *Picture Series* untuk meningkatkan kemampuan siswa dalam menulis teks naratif.

Peneliti menggunakan metode penelitian *Mixed Method* untuk mengumpulkan dan menganalisis data. Populasi penelitian adalah semua siswa kelas X SMAN 1 Sumberpucung Malang. Sampel 60 siswa dari X-IPS 3 (Kelompok Eksperimen) dan X-IPS 4 (Kelompok Kontrol). Peneliti menggabungkan quasi-eksperimental dengan desain penelitian kualitatif. Eksperimen berlangsung selama 4 pertemuan. Peneliti mengajar kedua kelas. Data kuantitatif berupa skor dari pretest dan posttest. Sedangkan data kualitatif berupa gambar dan hasil wawancara.

Dari temuan data, peneliti menemukan bahwa skor posttest pada kelompok eksperimen lebih tinggi daripada kelompok kontrol. Skor posttest pada kelompok eksperimen adalah 77,77 dan kelompok kontrol adalah 72,53. T-test independen juga menunjukkan skor Sig. (2tailed) 0,025. Ini menunjukkan bahwa perlakuan yang diberikan dalam kelompok eksperimen dapat meningkatkan kemampuan menulis siswa dalam teks naratif. Karena skor Sig. (2-tailed) kurang dari 0,025 hipotesis alternatif diterima.

Data kuantitatif tersebut juga didukung oleh data kualitatif. Berdasarkan observasi dan wawancara, sebagian besar siswa menunjukkan respons positif dengan menjadi lebih fokus dan termotivasi untuk belajar. Mereka juga aktif berpartisipasi dalam kegiatan kelas seperti menanggapi pertanyaan yang diajukan oleh peneliti dan membagikan ide mereka di depan kelas.

Kesimpulannya, penggunaan *Picture Series* terbukti mampu meningkatkan kemampuan menulis dan skor siswa dalam teks naratif. Selain itu, *Picture Series* juga membuat siswa tetap termotivasi dan fokus pada tugas. Media ini juga membuat siswa lebih aktif di kelas.

Kata Kunci: *Writing ability, narrative text, teaching media, picture series*

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET.....	ii
LEGALIZATION.....	iii
LETTER OF STATEMENT.....	iv
MOTTO AND DEDICATION.....	v
ACKNOLEDGEMENT	vi
ABSTRACT.....	vii
ABSTRAK	viii
TABLE OF CONTENTS	ix
LIST OF FIGURES.....	xi
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
INTRODUCTION	1
Background of the Research.....	1
Research Problems	5
Purpose of the Research	6
Hypothesis	6
Significance of the Research.....	6
Scope and Limitation of the Research.....	7
Definition of Key Terms.....	7
REVIEW OF RELATED LITERATURE	8
Teaching media	8
Definition of Teaching Media	8
Picture Series as Teaching Media	9
The Importance of Picture Series	9
Procedures in Using Picture Series as Teaching Media	10
Writing.....	10
Definition of writing	10
Writing Process	11
Purpose of writing	12
Types of Writing.....	12
Narrative Text	13
Definition of Narrative.....	13
Purpose of Narrative Text	14
Generic structures of narrative text	14
Students' Responses	14
METHODOLOGY	15
Research Design.....	15
Population and Sample	16

Population.....	16
Sample	16
Treatments of the Experimental Group and Control Group	17
Procedure in Conducting the research	18
Research Instrument	18
Writing Tests	18
Interviews	19
Data Analysis	19
Quantitative Data Analysis	20
Hypothesis Testing	20
Qualitative Data Analysis	20
RESEARCH FINDINGS AND DISCUSSION	20
Research Findings	20
The Effect of Picture Series as Teaching Media on Students’ Writing Ability in Narrative Text	21
Quantitative Data Analysis	21
Interrater Reliability.....	22
Normality Test.....	23
Homogeneity Test	23
Independent T-test Results.....	24
Observation and Interaction with the Students	25
Qualitative Data Analysis	30
The Responses of the Students	30
Discussion.....	31
CONCLUSION	34
SUGGESTION	34
REFERENCES	36
APPENDICES	41

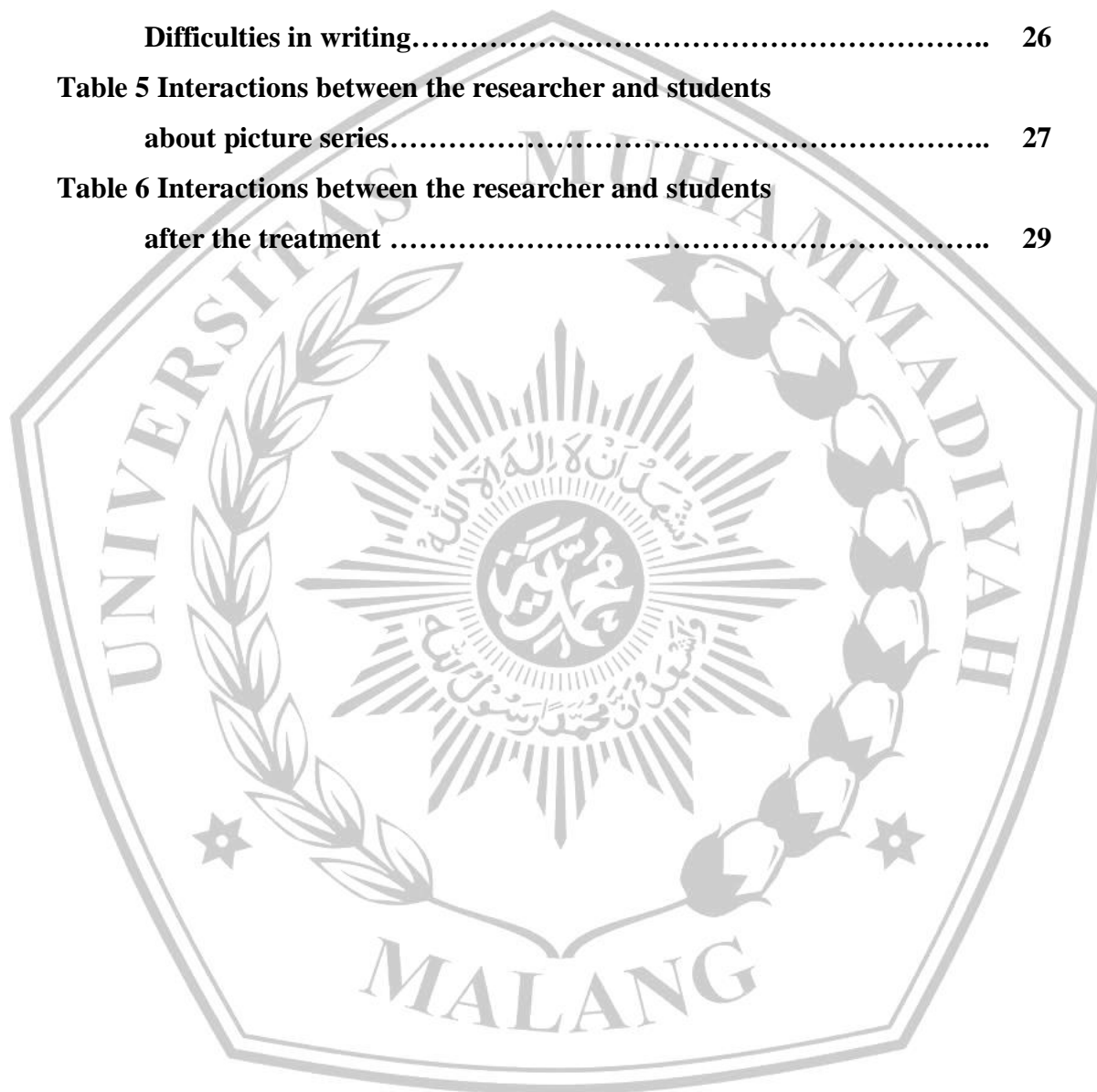
List of Figures

Figure 1 Students' Activity Before Treatment.....	26
Figure 2 Little Red Riding Hood Picture series	27
Figure 3 The Rabbit and The Turtle Picture Series.....	28
Figure 4 Students' activities after treatment	29



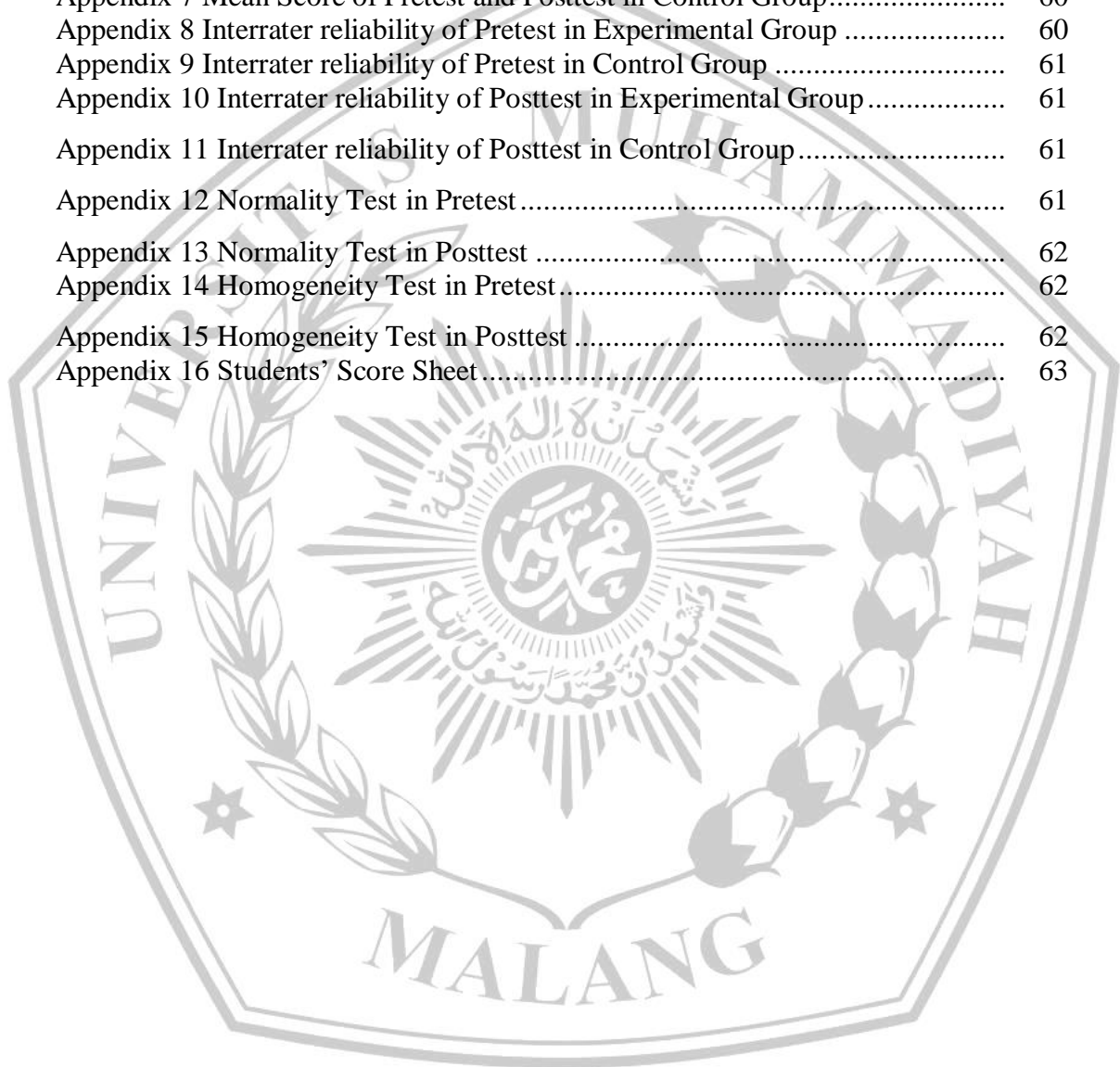
List of Tables

Table 1 Treatment of Experimental Group and Control Group	17
Table 2 The pretest score of independent t-test	24
Table 3 The posttest score of independent t-test	25
Table 4 Interactions between the researcher and students about the Difficulties in writing.....	26
Table 5 Interactions between the researcher and students about picture series.....	27
Table 6 Interactions between the researcher and students after the treatment	29



List of Appendices

Appendix 1 Writing Test Scoring Rubric	41
Appendix 2 Semi-structured Interview Guideline	42
Appendix 3 Lesson Plan	43
Appendix 4 Writing Test Instrument for Pretest.....	57
Appendix 5 Writing Test Instrument for Posttest	58
Appendix 6 Mean Score of Pretest and Posttest in Experimental Group.....	59
Appendix 7 Mean Score of Pretest and Posttest in Control Group.....	60
Appendix 8 Interrater reliability of Pretest in Experimental Group	60
Appendix 9 Interrater reliability of Pretest in Control Group	61
Appendix 10 Interrater reliability of Posttest in Experimental Group	61
Appendix 11 Interrater reliability of Posttest in Control Group.....	61
Appendix 12 Normality Test in Pretest	61
Appendix 13 Normality Test in Posttest	62
Appendix 14 Homogeneity Test in Pretest.....	62
Appendix 15 Homogeneity Test in Posttest	62
Appendix 16 Students' Score Sheet.....	63



INTRODUCTION

English is a foreign language subject for students to learn in Indonesia. It has been formulated in the standard of competency and basic competency in the English subject in the Senior High School that consists four aspects of English skills; (1) listening, (2) speaking, (3) reading and (4) writing. Those four skills must be mastered by senior high school students in the English lesson. However, in this research the researcher mainly focuses on the of writing skill. It is because writing is difficult subject to learn. In writing, students should master some of the language competencies such as grammar, vocabulary and the mechanics. Braine and Claire in Riyan (2014) says that it is a fact that to write clear sentence requires students to learn the rules of English grammar, vocabulary and mechanics such as the correct use of verbs and pronouns in order to make a coherent and understanding text. In other words, students have to be able to combine all components of writing including content, organization, vocabulary, grammar, and mechanic when they want to write. Unfortunately, most students have difficulty in mastering the components of writing which affect their poor ability in writing.

The sources of problems occur from teachers and students. Importantly, it is necessary to choose and use interesting media in teaching writing. Most teachers in class do not use attractive media in teaching process, mostly, teachers only use the white board which is a conventional way of teaching that obviously can bore students (Riyan, 2014). When students get bored with the learning activity and have low motivation in learning, they more likely will not pay attention to the teacher and the effective learning teaching activity in class will not be achieved. Another research also finds that most of the students tend to make many grammatical errors in writing (Sa'diyah, 2017). Moreover, students also have difficulty in getting idea and transform their idea into a piece of writing (Zahara, 2014; and Novita 2014).

Furthermore, to master writing skill, students need to spend countless times of practicing. Once students master it, they surely get many benefits from writing. Interestingly, writing is not merely putting words into a piece of paper but also expressing thoughts through paper. Writing actually is the act of delivering ideas and thoughts to others (Signh, 2017). In other words, writing is also the part of communicative skill that necessary to learn or even master it since it benefits us to be

communicative by exchanging thoughts and ideas through a piece of paper. It goes in line with Axelrod & Cooper's (1985) statement that writing is undoubtedly important because it is more reservable as authentic data than speaking. They argue that transferring ideas or thoughts through spoken words is not good enough. Idea, thoughts, and knowledge are way better to be transferred in writing form since writing able to preserve our idea, thoughts, and knowledge in a long period of time which later can be studied in the far future (ibid). Moreover, by practicing and learning to write, students can also strengthen their mind. Raymond (1980) states that when students learn and master their writing skill, students are automatically sharpening their knowledge and memory as well.

Moreover, according to Harizaj (2011), by teaching writing students will greatly have a bigger chance to master their second language which is English language. Additionally, it also helps to develop students' critical thinking and helps students to express freely as in their mother tongue, using English for communicative purpose in the form of writing (ibid). Moreover, it also has been argued that by teaching writing will enhance students' ability to share information through writing and make them more communicative. (Megawati & Anugrahwati, 2012).

Additionally, the kinds of writing text which is taught in senior high schools in Indonesia is commonly categorized in the form of genres or types, that has clear purpose and specific structures for each type of the text. Narrative text is one of the text types which is learned in the first grade in SMA level which also the main topic of this research. Putting aside the difficulty in teaching writing, in fact, the activity in learning writing, especially narrative is actually quite beneficial for students. Avraamidou & Osborne (2009) both argue that narrative text in a more advance level is seen as media to transfer knowledge because the stories are easy to remember for most people.

Moreover, narrative text also enables the readers to train and strengthen their mind. According to Conle (2003), when students write narrative text they in the same time acquire some benefits such as; a) get better understanding of some information in the narrative text; b) get a better interpretive competence from the events that occur in the; c) get various of knowledges of linguistics and semantics from the narrative text ; and d) get life lesson or moral value at the end of the narrative text.

Additionally, Norris et al (2005) argue that by learning to write narrative text, students will get many benefits like strengthen their ability to memorize some information in the narrative text as well as learning life lesson from it.

Indeed, learning to write narrative text has beneficial outcomes, but it also comes with great obstacles. Learning writing in general is already difficult. The same story goes with teaching and learning writing narrative text. It has never been easy. Khairunnisa (2017) states that in learning writing narrative text students often have difficulty in controlling and organizing the content, idea, format, sentence structure, vocabulary, and punctuation. Moving onto the area of grammar, mostly, students still tend to have a lot of errors in constructing sentences especially in the form of past tense. Students are also found to be mistaken in using correct pronouns, articles, agreements, and so on (Puspitasari, 2014). In addition, Mousavi and Naeeni (2011) have found that students encounter with two main categories of writing difficulties; content and form, both of them are related to basic and advanced skills or problems. Grammar and mechanics are considered as the basic problem, meanwhile expressing ideas, choosing appropriate vocabulary, and organizing information are categorized as advanced problem. In short, students are lack in the area of five components in writing namely; content, organization, vocabulary, grammar/language use, and mechanics.

Because of those problems, teaching writing should be aided with interesting yet useful media. One of useful media to use in teaching writing is by using picture series (Wright, 1989:17). Stephens (1995:205) considers picture series as media for writing is an additionally material that can develop students' writing skills, and a media that can help students to write story systematically. Based on those statement it can be said that picture series is suitable enough to aid students in organizing idea, and grammar which lead to a better content of writing. To reduce grammatical mistake, teacher can show some action verbs from the picture series given and instruct the students to construct sentences based on the words they just learnt from picture series in the past form.

In addition, Pirrozzolo and Wittrock (1981:212) state that picture series is not only good to improve students' grammar but also the vocabulary mastery. They explain that picture series are very good for delivering and explaining new

grammatical concepts and vocabulary items to students. Picture series as teaching media is able to present the situations and contexts which make the meaning of new words or utterances clearer and easy to understand for students. It also helps teachers to avoid make long and boring explanation of meaning from some words. Teachers can point certain objects in the picture series and make students note the word in which it will enrich students' vocabulary and make them practice to make sentences from the new words they just learnt. Additionally, students will recognize and memorize the spelling of the new word they just learnt (Lidyawati T & Nirwanto R, 2016). In addition, appropriate choice of picture series will increase students' vocabulary mastery and strengthen students' critical and creative thinking because they are able to comprehend the sequence of event from the story as well as find new words and its meaning from the picture series (Ryan, 1993).

In the term of organizing content and idea, picture series is flexible to be applied in the class and can act as a stimuli to inspire students to get idea or to encourage students in imagining something from the picture series, thus, students do not get stuck in the middle of writing because they know what they should do first (Ryan, 1993). Similarly, Wright (1989;17) states that pictures series has the ability to stimulate students, and give them some inspirations and provide them with information to be written. Moreover, another advantage of picture series is that the price is cheap yet so powerful and useful (Ryan, 1993), and easy to get (many of pictures are available in the Internet for teacher to use).

Moreover, most recent researches regarding the use of picture series are proven to be effective to improve students' writing skill. For example, is a study conducted by Ruswinarsih (2015). She conducts a research at SMPN 5 Dumai. She aims to investigate the effectiveness of using picture series in improving students writing procedure text. She uses classroom action research. In her research, she finds that picture series is effective to teach procedure text. The result shows that students' overall score of writing procedure text reaching 80.

Another study by Lidyawati & Nirwanto (2016) reveals that pictures also help to increase students' ability in writing recount text. Their subjects are eight grade students. In the implementation of picture series in class they use product approach and guided writing. According to this approach, the teaching of writing

focuses on the production of texts by individual students, often under limited time and usually in silence (Feez & Joyce, 1998). They show the picture in front of the class and give instruction for students right after they show the picture. Moreover, they use quasi-experimental design and finds that the overall mean from pretest and posttest in experimental group increasing 10.11 percent.

Another study by Sa'diyah (2017) is also proven that picture series is found to be able to strengthen students' skill in writing descriptive text. She conducts her research at SMA Negeri I Kembangbahu Lamongan. In term of implementing pictures in class, it is the same with Lidyawati & Nirwanto (2016), she uses product approach. Her research design is CAR (classroom action research). In her research, she finds that the mean overall score of students writing increasing 21.1 percent from 56.86 to 77.87.

This current research is different from those previous researches. Firstly, previous researches implement picture series not effectively. In the research conducted by Ruswinarsih (2015), Lidyawati & Nirwanto (2016), Zahara, and Sa'diyah (2017) they show the pictures in front of class and start to explain it to all students in class. They do not overcome one weakness that pictures have which is the small size of the pictures. It is of course, make students unable to see the picture clearly. Thus, in this research, the researcher tries to modify the steps in implementing picture series. Unlike previous research which only shows the picture series in front of class, in this current research, the researcher divides students into several groups. Each group are given the picture series so that they can see the picture closely and clearly.

Secondly, unlike the previous researches, this current research also explores the students' responses toward the effectiveness of picture series as teaching media. Students' responses provide insight on what the students' experience in class, what they thoughts and feel about the use of picture series as teaching media. This current research will benefit previous research in enriching the results of using picture series as teaching media.

Research Problems

Based on the preliminary study and observation. The researcher finds the same problem happened at SMAN 1 Sumberpcung. The researcher finds some issues

regarding students' ability in writing text. The problems are listed as follows: 1) the students face difficulty in generating idea, 2) students have low vocabulary and 3) students mostly do not master grammar well. Thus, the researcher decides to offer alternative media which is picture series to be implemented in this school. Thus, the research question is formulated as follow:

1. Does the use of picture series as teaching media improve students' narrative ability in writing narrative text?
2. How are students' responses toward the use of picture series as teaching media in improving their ability in writing narrative text?

Purpose of the Research

This research aims to explore the effectiveness of picture series as teaching media to improve students' writing ability in narrative text.

Hypothesis

Ha: The use of picture series as teaching media improves students' writing ability in narrative text.

Ho: The use of picture series as teaching media does not improves students' writing ability in narrative text.

Significance of the Research

The significance of this research can be divided into two kinds of significance. Theoretically, the result of this research enriches the body of knowledge of mixed research method since this research aims to find of the effectiveness of using picture to improve students' ability in writing narrative text and students' responses toward the use of picture series as teaching media. In particular, the researcher expects that that this research could provide practical benefits to all parties.

Furthermore, the finding of this research can raise awareness to English teacher who seek for an alternative media in teaching writing, especially narrative text. Additionally, the result of this research can be used as a reference in conducting further research in the field of English education.

Scope and limitation of the Research

Finally, referring back at the problem mentioned in the research problem above, the researcher decides the scope and limitation of the research. The scope of this research focuses on the effect of the use of picture series as teaching media on students' narrative writing ability in writing narrative text and students' responses toward the use of picture series of the tenth-grade students at SMAN 1 Sumberpucung Malang. SMAN 1 Sumberpucung Malang is chosen because the school is the most favorable high school in Sumberpucung region in Malang. Thus, the researcher wants to investigate whether the students in this school have a decent ability in English or not, especially in writing narrative text.

Definition of Key Terms

Definition of key terms is cogitated crucial because some words that are comprised in key terms are an important role in this research. Therefore, the key terms are defined as follows:

1. *Picture* belongs to visual aids that can be used consistently during the learning process in classroom (Wright, 1989). Additionally, Picture a media that can be utilized to teach writing. Pictures can help students understand the meaning of word better because picture can help students to improve their idea and brainstorm. In this research, the researcher not only uses single picture but picture series. Picture series is a set of pictures that are arranged and formed sequence of events which likely can help high school students to improve their ability in writing narrative text.
2. *Teaching Media* refers to anything that have the ability to carry information between a source and a responder (Naz & Akbar, 2008). In other words, media is any tool that can be used to support or help the teacher to make effective teaching-learning process in classroom. In this research, the researcher uses visual media which is picture series.
3. *Writing* is putting idea into some sentences which later become text (Wening, 2016). Furthermore, in a sentence there is discourse context, where the sentence is constructed, that determines how information is arranged in a sentence and which grammatical forms to use (Yi, Jyi-yeon, 2009). In the context of this research,

writing is in the context of students' ability in constructing narrative text in terms of organization, content, grammar, vocabulary, and mechanics.

4. *Narrative text* is a kind of text which tells the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story (Ariningsih, 2010). In this research the researcher uses fictionalized historical events or legends.
5. *Students' response* is an act or feeling produced in answer to a stimulus. McKechnie in (Muhammad, 2012) states that response is an act or action of responding (as by an answer), a responsive or corresponding act or feeling, or a responding act to a motivating force or situation. In this research, responses are specified into students' thoughts toward the use of picture series as teaching media and experiences in class when treatment are given.

REVIEW OF RELATED LITERATURE

Teaching Media

This sub-chapter explains and covers some major aspects of the definition of teaching media, picture series as teaching media, the importance of picture series, and procedures in using picture series as teaching media.

Definition of Teaching Media

In general, teaching media is anything used in classroom to aid students to easily learn their lesson by understanding, observing, referring, and interpreting from media used in the classroom. Experts say that media have important role to transfer or deliver knowledges and in teaching-learning perspective delivering content to the learners, to achieve effective teaching and learning process (Naz and Akbar, 2008).

Moreover, according to Naz and Akbar (2008) there are three kinds of teaching media which are;

1. Visual media which includes pictures, newspaper, magazine etc.
2. Audio media which includes songs, recordings, and etc.
3. Audio-visual which includes movies, animations, and etc.

Picture Series as Teaching Media

Picture series is quite useful media to teach wiring in class. There are many researchers that defines picture series in such a way. Finnochiaro (1974) states that picture series are pictures that tell a story in a sequence on a one chart or frame. Similary, Yunus (1981) defines picture series as some linked pictures which tells the sequences of the story. Hakim (2010) argues that pictures series are pictures which show some actions or events in chronological order inside a narrative text. From those definitions, it can be concluded that picture series consist not only one picture but several pictures. Moreover, picture series does not only consist of random pictures but it has sequence that can construct or evoked a story behind it.

The importance of Picture Series

There are many studies regarding the use of picture series as teaching media in which most of the studies show significant improvements or positive results in improving students writing ability. Additionally, Wright (1989:17) states that picture series has some roles when it is implemented to teaching writing. Firstly, picture series can be used to motivate students and encourage them to pay a close attention and to take part in the activity during lesson. Secondly, picture series can improve students' language mastery (vocabulary and grammar) since it able to provide students with the context in which the language is used. Thirdly, picture series can be easily described, understood or interpreted, responded subjectively by students. Fourthly, picture series can trigger students to respond to questions or substitutions through controlled practices during the implementation in a classroom. The last, picture series can be a stimulus for students and give information to be put into their writing.

Moreover, Yusnita et al (2012) state that picture series can be used by students as their guidance in developing their ability in writing. For example, students are given picture series to guide them in making a sentence then they can develop story by referring to the sequenced pictures.

Procedures in Using Picture Series as Teaching media

There are ways in implementing picture series as teaching media. Gerlach et al (1980) suggest that in implementing picture series as teaching media teacher might follow several steps.

Firstly, teacher may display pictures in front of a classroom white board. Secondly, teacher can give instruction to the students to arrange a set of pictures in a correct order, this will test the students' ability to organize and to communicate the story from the picture series media. Finally, teacher can give explanation of the story to the class using the picture series.

Additionally, a simpler way to use picture series as teaching media is proposed by Ariningsih (2010:24). In the first stage, teacher needs to print out and display a big picture in front of the class. Then, teacher can stick the picture on the white board. After that, teachers can ask the students to describe the picture or ask the students to make a simple sentences or paragraph based on the picture series.

However, in this research the researcher makes some improvement in implementing the picture series. The researcher asks the students to form a group consist of 3 to 4 students. Then, the researcher gives a set of picture series to the groups. In each group, the researcher asks the students to construct sentences then develop the sentences into simple paragraphs or a simple composition related to the picture series given in the form of simple past tense. Students work in groups to finish their assignments. After that, the researcher collects their assignments and gives feedback to the students.

Writing

In this section, the researcher will cover and explain several topics which are definition of writing, writing process, purpose of writing, and types of writing.

Definition of writing

Writing is a method for people to share, transfer, and express their thinking and feeling. To be able to make a decent writing student are going to need a lot of effort. It is because in writing students have to be able to formulate, and manage their ideas which come from their very own mind and put them into a piece of writing.

Before jump into writing, the students have to remember and think first what are they going to put in the papers. Students have to remember all things related to the topic which is going to be written to get the details. Raymond (1980) states that writing is completely different from speaking which is natural and without any hard effort people can speak naturally. Writing, however, is rather like a recoding where people need to formulate the scripts first before they start recording.

Other experts, Axelrod and Cooper (1985) argue that spoken words are not going to last longer because spoken words disappear as soon as they are spoken, but writing, however, will stay longer because it is preserved in a writing manuscript like papers and make them visible and permanent for a long period of time.

In sum, writing is the process in putting our thoughts into written form. This goes in line with Caroline's (2003) statement that writing means to produce or write something in a media, thus people can read, perform, gain information from it and use it as well.

Writing Process

A good writing does not come instantly. As it is known that writing is a product, thus, to produce a good quality product, it is necessary to follow some of the processes respectively. Writing itself has some processes. According to Nunan (2003), they are three processes or stages that need to be done before students can write which are; pre-writing, writing, and post-writing. In pre-writing step, students are given with stimuli that can provide them with ideas and provide them with plan for writing. Pre-writing is important step of writing process because it allows students to construct their writing systematically before they actually begin to write something.

Additionally, according to Qishta (2017), in pre-writing stage, it includes choosing topic and a narrowing topic and brainstorming the students. When students are provided with some topics that they like to write about, they must be able to narrow the topic to a more specific aspect of that general topic already given. In other words, the topic should not be too broad to write in one paragraph because it is impossible to cover a very broad topic in just one paragraph. After that in the writing stage, students begin to put their ideas together in a media like paper for example.

Then, the last stage or process is post-writing. In post-writing stage it includes revising. Teachers can give feedback in this stage for students then they can revise their works based on teachers' feedback.

Purpose of writing

To write means that we are putting our ideas into some kind of media (i.e. paper). In other words, we are trying to share or communicate our thoughts through writing. Every communication has different purposes. Writing also has many purposes. According to Cox (1962), writing at least has four different purposes;

1. To inform

Writing with the purpose to inform have to contain some information about something to the readers. With the purpose to inform readers, the writing text have to be accurate, clear, unambiguous, and based on facts not personal opinion. The example of this are newspapers, journals, report, cooking recipe books repost, and many more.

2. To amuse

Writing to amuse focus on entertaining the readers through the writing or the text. Usually, the type of the text with this kind of purpose is narrative text which tell mostly about legends and fairy tales.

3. To Satirize

To satirize means a writing text that contains criticisms. The writer has to be able to make the readers conscious about the fact which is conveyed in the writing. The writer has to make sure that readers are not going to misinterpret something in the text.

4. To Persuade

It has the focus to influence or to manipulate the readers' minds or actions. In this scenario, the writer will use persuasive words as much as possible in order to get support from the readers.

Types of Writing

Based on Wishon and Burks (1980), there are four types of writing forms. They are exposition, argumentation, description, and narration. The descriptions are as follow;

- a) Narration: it is the form of writing that tells a made-up story or events and tells what happened based on sequences. For example, short stories, novels, and new stories.
- b) Description: it is a text created with the purpose to describe a certain place, a person, or even weathers in detail.
- c) Exposition: it is a type of text that serves a purpose to give the readers information about something, make explanations, and interpret meaning.
- d) Argumentation: it is a text that aims to persuade and convince the readers about certain issues or topic in order to make a case or to prove or disprove a statement or opinion stated in text.

In this research, the researcher focuses on the narrative text. It is because the researcher believes that there are still many students at senior high school level which have difficulties in writing narrative text. Harmer (1991) says that when teacher teaches writing, they have to consider several aspects such as organizing sentences, transforming sentences into paragraphs, and the general organization of ideas that will make coherent piece of discourse.

It is likely that students get confused to arrange their ideas and use the correct grammar when they write something, especially in narrative writing when students need to pay attention to the use of past tense. Because of that reason, the researcher argues that it is necessary to implement new teaching media to help students solve their problems in writing narrative text.

Narrative Text

This sub-chapter explains some topics of narrative text which include definition of narrative, purpose of narrative text, and generic structures of narrative text.

Definition of Narrative

Narrative text is a text in which it serves a purpose to amuse the reader and give them moral value. Wasko (2012) explains that narrative is more like story telling. In many ways it is the easiest kind of writing because story comes so naturally to most people. Additionally, according to Gutiérrez, et al (2015), narrative

is the primary tool to comprehend and express experience over time, which can be found in every setting of human interaction. In other words, narrative is a text that conveys both stories, experiences, and moral values in it.

Purpose of Narrative Text

According to Husein (2017), the main purpose of narrative text is to tell a story and to entertain readers. The story in narrative text is commonly built up by some sequence of events. The first part is introduction towards the setting of the story and the characters, this is called orientation. After that, problems occur in the story, this stage is called as complication. The last part is resolution where the narrative story ends with a solution, either with a happy or sad ending.

Generic structures of narrative text

Husein (2017) states that there are three generic structures of narrative text; (1) orientation, (2) complication, and (3) resolution. The orientation usually tells 'who is who and where' (Characters and story setting). The characters in the story can be human or non-human beings, such as animals and things. In other words, the stage of orientation specifies the characters and settings of the story.

Furthermore, the stage of complication presents the reader with crisis or climax in the story. This is the part of the story where problems occur and becomes a serious. The crisis or complication is the great interest and suspense in the narrative text. Finally, the stage of resolution, this stage explains the solution towards the readers.

Students' Responses

Students responses are divided into three components. According to Azwar in Rahmawati (2014), the three components of response are called tripartite model.

1. The first component is cognitive. This component can be seen from someone's beliefs or thought toward something (Azwar in Rahmawati, 2014). This component can be measured someone's perceptual responses and verbal statements of beliefs.

2. The second component is affective or it can be said as somebody's emotional feeling toward something. It is affected by belief or what someone believes of something. It either can be favorable or unfavorable. Additionally, it can be measured by identifying the affective component showed by someone which either be sympathetic nervous responses and verbal statements of affective.
3. The last component is conative or behavior. It refers to the tendency of a person to act in a particular manner in other words it is an attitude toward something.

To simplify it, Muhammad (2012) states that there are at least two kinds of students' responses in classroom; desired and undesired responses. Those two responses are seen from the point of view of the teacher as the role model in the class.

METHODOLOGY

Research Design

To answer the research questions which has two elements of quantitative and qualitative, the researcher decides to use mixed method. The design of mixed method is embedded design. In this design the researcher gathers both quantitative data and qualitative data in sequential way. Creswell (2012) states that embedded design enables the researcher to collect qualitative data either before or after the experiment to help support the experimental study. Collecting data before the experiment can help to design an intervention for the research sample. Meanwhile, collecting data after the experiment can help to explain and follow up on the quantitative outcome results.

The quantitative data are acquired through quasi-experimental which uses students writing score of experimental group and control group. The students' writing score then, are compared to see whether there is significant difference between experimental group and control group or not.

In quasi-experimental design the researcher does not use randomized sample. Quasi-experimental design is suitable for this research since the researcher aims to conduct the experiment in senior high school in which the setting prohibits the researcher to form artificial groups (Creswell, 2012). The picture series as teaching media represents the independent variable. The experimental group are taught by

using pictures series as teaching media. Meanwhile, the control group is taught by using single picture only.

Meanwhile, the qualitative data are acquired by doing observation and interview with the students in class. The qualitative data is used as secondary data to support the primary form of data which is quantitative (quasi-experimental).

Population and Sample

This section explains the population and sample of this research. Moreover, this section also explains the sampling technique used by the researcher.

Population

Population can be said as all members of any class of people, events, or objects. The population of this study is all students at tenth grade of SMAN 1 Sumberpucung Malang in the academic year of 2019/2020. The tenth-grade level consists of eleven classes. The number of the population of the students are 300 students. SMAN 1 Sumberpucung Malang is chosen because the school is the most favorable high school in Sumberpucung region in Malang. Thus, the researcher wants to investigate whether the students in this school have a decent ability in English or not, especially in writing narrative text. It turns out according to the preliminary study, the English teacher faces difficulty in teaching his students to write because most of them seem to be unmotivated to learn. Moreover, from the perspective of tenth-grade students, it is found that they feel bored because the media is not interesting and boring. With all of that reasons, thus, the researcher decides to conducts a research to offer help for both students and English teacher at SMAN 1 Sumberpucung Malang.

Sample

Sampling technique used in this research is the non-probability sampling technique. According to Showkat and Parveen (2017), non-probability sampling technique uses non-randomized methods to draw the sample. Instead of randomization, participants are selected because they are easy to access and for some reason cannot be randomized. In other words, subjects who are already exist and

accessible or available to the researcher are selected as sample of the research. In the case of this research, the researcher cannot use randomized sampling technique in class because the class has a fixed students' attendance book which make the researcher cannot randomize the sample. Thus, the researcher will use the existing sample without randomize it.

The researcher uses two classes, one class is treated as the experimental group and the other one is control group. There are thirty students in class X-IPS 3 and 30 students in class X-IPS 4. Each class consists of thirty (30) students; thus, sixty (60) students are taken as the sample of this research. Additionally, X-IPS 3 is treated as experimental group and X-IPS 4 as control group. Additionally, the researcher also uses purposive sampling in the experimental group to gather some supportive qualitative data. The researcher interviews some students to gain more qualitative data.

Treatments of the Experimental Group and Control Group

In experimental group, the researcher gives the treatment in four meeting. Every meeting the researcher gives different picture series to be discussed in class. The procedures of giving treatment are as follows:

Table 3.1 Treatment of Experimental Group and Control Group

Group	Treatments
Experimental	<ol style="list-style-type: none"> 1. The researcher introduces the use of picture series to the students 2. The researcher tries to explain how to use picture series as media to write narrative text 3. The researcher asks students to form groups 4. The researcher makes students to find the topic of the story seen from picture series 5. The researcher makes students to find new words from picture series 6. Students are asked to make sentences from the words they just learnt in a simple past tense 7. The researcher brainstormed the students in order to inspire them with idea and better understanding of the story by referring to the picture series 8. Students are asked to write narrative story based on the picture series given to them 9. The researcher collects students' works and gives feedback

Control	<ol style="list-style-type: none"> 1. The researcher uses single picture in control group 2. The researcher asks students to form groups 3. The researcher gives questions to the students about the topic showed by a picture 4. The researcher asks students to find new words from it 5. The researcher asks students to make sentences from the words they just learnt in simple past tense form. 6. Students are instructed to write narrative story with the help of a picture 7. The researcher collects students' works
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Procedure in Conducting the Research

To avoid bias and variables that can affect the experiment, the researcher has been considered some issues. Firstly, to avoid inequality of the teacher's teaching skill in both group the researcher teaches both groups, thus, there is no gap in the teaching skill. Afterward, the researcher consults with the English teacher to provide the researcher with two classes that has the same schedule in English subjects. The teacher allows the researcher to teach and do research in the X-IPS 3 and X-IPS 4 since these two classes have the same schedule which is in the morning schedule. After all of those variables have been equalized, then the researcher conducts the research for 4 meetings in each group. The first meeting is used to do pretest. The second and third meeting are used to implement the treatment in experimental group. Finally, the last meeting is used to conduct the posttest.

Research Instruments

Since this research uses mixed method design, there have to be two instruments used to collect both quantitative and qualitative data. Thus, the researcher decides to use writing test to obtain quantitative data. While, for qualitative data the researcher uses observation and interviews.

Writing Tests

There are two writing tests; 1) pre-test and 2) post-test conducted to collect the data. Writing tests are used to gain students' writing score which later will be

statistically analyzed. The writing tests are implemented in order to know whether there are significant different scores between the experiment class and controlled class.

Additionally, the instrument used in this research also must be valid. Validity is very important and needs to be verified whether the writing tests have valid face validity and content validity. According to Kunkun (2015), validity is used to ensure that the test is fair, in other words, the writing tests must be able to judge what it claims to assess and what has been taught. According to D'Este (2012), face validity is measured by how non-testers judge on the value of the test. Moreover, content validity is also used where the test instruments are judged by experts. To ensure the content and face validity of the writing test instruments, the researcher meets his advisors and lectures who have experience in teaching more than five years.

For reliability of the instrument, the researcher uses the rubric of writing, namely “analytical scoring” by Jacobs et al in Haswell (2014) (see appendix1). Furthermore, after the validity has been confirmed, the researcher needs to aware of the reliability. Since the test instrument is subjective test, two raters (interrater) are needed to score students' work. Two raters or interrater reliability is needed to reduce the subjectivity of one rater. Then, in order to measure the interrater reliability Cohen's kappa formula is used (for two raters).

Interviews

The aims of using interviews is to analyze the students' opinions about their experience after being taught by using picture series which may become significant to better understand the issue under the studied setting. The major reason behind the choice of this instrument as a way of qualitative data collection is that interview is not only a way to give the students a chance to reflect on their experiences or views about also a way to get knowledge from them (Kajornboon, 2005). For this research, the researcher uses semi-structured interview which combined the open-ended question and closed-ended question.

Data Analysis

This sub-chapter explains about the procedure of data analysis from both quantitative data and qualitative data.

Quantitative Data Analysis

In the embedded design analysis, the analyses of the quantitative and qualitative data are kept separate because the two datasets often reflect different questions. The data contributed to the quantitative and qualitative parts of the study. The quantitative and qualitative data are triangulated to corroborate and support the findings and address the research questions of this study. The researcher displays the quantitative data analysis first, then followed with qualitative data analysis.

The source of quantitative data of this research is from the score of pretest and posttest. While the qualitative data is from the interviews. In this research, the quantitative data is analyzed by using independent t-test to compare the pre-test and the post-test score of students' writing ability in narrative text. The statistical calculation by using t-test formula is done by using SPSS 25 software.

Hypothesis Testing

The hypothesis assumption is taken by referring to the result of independent t-test. The probability level is 0.05. If the Sig.(2-tailed) score in independent t-test less than 0.05 then it means the alternative hypothesis can be accepted. Meanwhile, if the Sig.(2-tailed) score is bigger than 0.05 the alternative hypothesis is rejected.

The alternative hypothesis of this research says that the use of picture series as teaching media improves students' writing ability in narrative text. Meanwhile, the null hypothesis says that the use of picture series as teaching media does not improves students' writing ability in narrative text.

Qualitative Data Analysis

For qualitative data analysis the researcher uses thematic analysis. Braun and Clarke (2006:6) define thematic analysis as a method to identify, analyze and report patterns within data.' It is simple to use especially for novice researcher who is unfamiliar with complex qualitative analysis. Through this analysis, researcher is able to obtain rich and details description of collected data. Verbal data collected from interviews are transcribed into written form in order to conduct thematic analysis.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Since this research uses mixed method, there are two types of data finding in the form of quantitative data (writing scores) and qualitative data (in the form of observation and transliterated interview). The quantitative data is the effect of picture series as teaching media towards students' writing ability. Meanwhile, the qualitative data is students' responses towards the use of picture series.

The Effect of Picture Series as Teaching Media on Students' Writing Ability in Narrative Text

The effect of picture series as teaching media towards students' writing ability can be seen from the pretest and posttest score in both groups of the experimental and control. Furthermore, these data are deeply analyzed by using SPSS 25 software to know whether there is statistically improvement on students' writing ability in both groups or not.

1) Pretest and Posttest Result of the Experimental Group

The calculation of mean score (see appendix 5) in the pretest of the experimental group was 58.77. While in the posttest, the mean score of the experiment group was 77.77 (see appendix 5). Additionally, the researcher also counted the difference of the mean score from the experimental group in the pretest and posttest. The difference of pretest and posttest in experiment group was 19.

2) Pretest and Posttest Result of the Control Group

According to the data from SPSS (see appendix 6), the mean score of the pretest in the control group was 57.40. Meanwhile, the mean score of the posttest in the control group was 72.53. The mean score difference of the pretest and posttest in control group was 13.96.

From the results presented above, the pretest and posttest of the experimental group and control group were different. It could be seen that the posttest mean score was higher than the pretest in both groups. However, to know whether or not there was statistically meaningful differences, the researcher needed to execute the independent t-test.

Quantitative Data Analysis

Since this research goal is to investigate the effect of using picture series as teaching media towards students' writing ability in narrative text, thus, the researcher

uses independent t-test to prove whether there is statistically different result between the two groups. In this research, the researcher also aims to test the hypotheses which are;

- 1) H_0 : The use of picture series as teaching media does not improves students' writing ability in narrative text.
- 2) H_a : The use of picture series as teaching media improves students' writing ability in narrative text.

However, before conducting the t-test the researcher has to do several steps of data analysis which are interrater reliability, normality test, homogeneity test, and the last is independent t-test.

Interrater Reliability

Interrater reliability was used to ensure that the test score was consistent. According to McHugh (2012), interrater reliability was considered to be crucial in all disciplines because it represented the extent to which the data collected in the study were correct representations of the variables measured. Since this research used subjective test (writing test), therefore, interrater reliability was used by calculating the reliability of the marking (Wang, 2009). In this research, the researcher used two raters. The first rater was the researcher himself and the second rater was English teacher at SMAN 1 Sumberpucung Malang.

1) Interrater reliability in pretest

The first thing was to measure the pretest interrater reliability. According to the calculation of interrater reliability for pretest in experimental group, the kappa score showed 0.715 (see appemdix 7). Based on Fleiss (1975), the kappa score categories are as follows;

$k < 0.40$ poor agreement

$0.40 < k < 0.75$ good, and

$k > 0.75$ excellent agreement.

Thus, kappa score of 0.715 was categorized as good agreement between raters. Meanwhile, the interrater reliability in the pretest of the control group showed Kappa score of 0.665 (see appendix 8) which categorized as good too.

2) Interrater reliability in posttest

The interrater reliability in the posttest of the experimental showed the score of Kappa = 0.707 (see appendix 9). The score of Kappa 0.707 was categorized as good. Furthermore, in the control group Kappa score showed the score of 0.700 (see appendix 10) which belonged to a good category.

Normality Test

In this research, the researcher used normality test to test whether the pretest and posttest score of the experimental group and control group were normally distributed or not. In this part of the test, the researcher used Kolmogorov Smirnov (K-S) test in SPSS 25 because the sample of this research were more than 50. Razali and Wah (2011) stated that Kolmogorov Smirnov (K-S) test was suitable to test the normality of data with more than 50 samples.

Firstly, the researcher executed the normality test in the pretest score of both groups. The p-values of both groups showed the score of 0.200 in the experimental group and 0.110 in the control group (see appendix 11). This indicated that the pretest scores from both groups were normally distributed. Santoso (2011) said that if the p-value was greater than 0.05 then the data were normally distributed. The significant level of 0.05 was a standard measure often used in social research.

Furthermore, the test of normality in the posttest between the two groups showed the p-value of 0.200 for the experimental group and 0.106 for the control group (see appendix 12). Those two p-values were higher than 0.05 which indicated that the data in the posttest of the two groups were distributed normally.

Homogeneity Test

Having known the data of the pretest and posttest were normally distributed, the researcher then intended to find out the homogeneity of the data. The homogeneity testing aimed to measure the differences or similarities across the two groups (experimental and control group). Furthermore, in order to know whether the data was homogenous or not, the following rule was applied; if the score of Sig. was higher than 0.05 the data was considered as homogenous. Meanwhile, if the score of Sig. was less than 0.05 the data was considered not homogenous.

In this research, the homogeneity test of pretest in both groups showed the score of Sig. 0.776 (see appendix 13) which was higher than 0.05. Thus, the data in the pretest was homogenous. Moreover, the homogeneity test in the posttest showed the score of Sig. 0.483 (see appendix 14) which indicated that the posttest data of both groups were homogenous.

Independent T-test Results

The researcher used independent t-test to prove whether there was statistically significant difference between the experimental group and control group or not. The result of independent t-test could determine whether the null hypothesis was accepted or rejected. The hypothesis was decided by referring to the score of Sig. (2-tailed) in the independent t-test. If the Sig (2-tailed) was less than 0.05 then the null hypothesis was rejected and the alternative hypothesis was accepted and vice versa.

1) Result of Independent t-test in Pretest

Table 4.1 The pretest score of independent t-test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Score	Equal variances assumed	.082	.776	.935	58	.354	1.367	1.462	-1.559 4.292
	Equal variances not assumed			.935	56.564	.354	1.367	1.462	-1.561 4.294

From the table above, the Sig. (2-tailed) showed the score of 0.354. The score of 0.354 was higher than 0.05. This indicated that there was no significant difference between the two groups in terms of the writing score in the pretest before treatment.

2) Result of Independent t-test in Posttest

Table 4.2 The posttest score of independent t-test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Score	Equal variances assumed	.498	.483	2.293	58	.025	5.233	2.282	.665 9.801
	Equal variances not assumed			2.293	56.108	.026	5.233	2.282	.662 9.805

In the table above, it could be seen that the Sig. (2-tailed) column showed the score of $0.025 < 0.05$. This meant that in posttest, after implementing the treatment there was found a significant difference between the experimental group and control group.

Observation and Interaction with the Students

The research observation was done in 2 meetings. The researcher used field note to observe the activities in the classroom during the implementation of picture series as teaching media. The field note was purposively used to record about the strengths, and weaknesses of students' responses during the teaching and learning process using picture series as media to write narrative stories.

1) First Treatment: Introduction and implementation of Picture Series

In the second meeting, on 15th January 2020, the researcher introduced picture series as media. Firstly, before implementing picture series the researcher tried to ask the students about their very basic knowledge of story that would be given in the second meeting which is the story of "Little Red Riding Hood". The students were also taught about the use of past tense and the generic structures of narrative text, and the genre of narrative text.

Table 4.3 Interactions between the researcher and students about the difficulties in writing

Interactions	
Researcher	What are the difficulties that you encounter when write narrative text?
Student 1	Vocabulary and meaning of words, sir.
Students 2	The sequence of the story, sir.

Researcher	All right, let's discuss it today
Researcher	I have an interesting media that can help you to write a story.

From the table above, before the students were given the picture series, they admitted that it was difficult to write narrative story spontaneously without any media to help them. They had difficulty in lacking of vocabulary and meaning of some words. Because of these difficulties some students showed less of motivation in doing the learning activities in the class (see figure 4.1). When the researcher explained about the lesson, most of the students did not pay attention.



Figure 4.1 Students' activities before treatment

After they had some of the basic knowledges about the tense and structure, the researcher began to introduce the picture series as the media. Then, the researcher asked the students to look at the picture and find new words as well as its meaning from the picture series (see figure 4.2).



Figure 4.2 Little Red Riding Hood Picture series

Afterwards, they were instructed to make a sentence from the words that they had learnt in the form of past tense. After that, the researcher asked them to retell the story briefly by referring to the picture series.

Table 4.4 Interactions between the researcher and students about picture series

Interactions	
Researcher	Please look at the picture series that I have given to you all. Can you tell the sequence of the events from this picture series?
Student 1	Yes, Sir.
Researcher	What do you guys think about the picture series? what can you tell from the first picture? What events occur in this part?
Student 2	umm, I can see the sequence already.
Researcher	Good, what can you tell from the first picture? What events occur in this part?
Student 2	Little red riding hood was asked to bring some cake for her grandmother.
Student 3	She went through the forest. And wolf wanted to eat her. Then, the wolf rushed into little red riding hood's grandmother house and the grandmother.

From the table, it was found that students began to pay attention and start to participate in the learning process in classroom. This evidence in the interaction

when the researcher asked them some questions the students responded quite actively.

“What can you tell from the first picture? What events occur in this part?

“She went through the forest. And wolf wanted to eat her. Then, the wolf rushed into little red riding hood’s grandmother house and the grandmother.

In the two quoted interviews above, the students were found to be more active in answering the researcher’s question during the teaching-learning activity in class. They seemed confident to answer the question.

2) Second Treatment: Writing Narrative Story by Using Picture Series

On 22nd January 2020, the researcher started the class with a new story. The story was about “The Rabbit and the Turtle”. As a warm up activity, the researcher asked the students whether they familiar with this story or not. After that, the researcher gave students picture series about “The Rabbit and the Turtle”.



Figure 4.3 The Rabbit and The Turtle Picture Series

They were asked to find new words from the picture series. Then, they were asked to find the meaning of some words related to the story. Afterwards, the students were asked to form groups. They were instructed to make a narrative story of “The Rabbit and the Turtle” (see figure 4.3).



Figure 4.4 Students' activities after treatment

Based on the figure 4.4, most of the students were focus and motivated to do their assignment. They shared their idea with their groups then wrote down their thoughts.

Table 4.5 Interactions between the researcher and students after the treatment

Interactions	
Researcher	So, what do you think of this picture series guys?
Student 1	It is useful, sir.
Researcher	In what way do picture series help you?
Student 2	Mostly, it helps to construct the sequence of events, sir.
Researcher	Okay, then. What else?
Student 3	It also encourages us to seek the meaning of words, like the word <i>balapan</i> in English, <i>cepat</i> in English. And something like that.
Researcher	Do you still find it difficult to write narrative text after I gave you the picture series?
Students	No, sir. Not really.

From the table, it shown that students were helped by the use of picture series when they were about to write a narrative story. With the use of picture series, they could understand the sequence of events of a story easily. Moreover, from the picture series students also learnt new words in English. Focusing on their responses below;

“Mostly, it helps to construct the sequence of events, sir.”

“It also encourages us to seek the meaning of words, like the word *balapan* in English, *cepat* in English. And something like that.”

It could be said that students were helped when they were about to write a narrative story in a correct sequence. Additionally, they also confirmed that picture series helped them to discover new words and make them curious to find the meaning of new words they just found. This greatly improved their vocabulary mastery as well as the language use since they practiced to make a sentence from the new words that they just learnt.

Qualitative Data Analysis

The qualitative data analysis included the responses and behaviors of the students in the experimental group towards the implementation of picture series as teaching media. The responses were seen from observation and interactions in the class.

The Responses of the Students

Most of the students showed positive responses after and during the implementation of picture series as teaching media. Most of the positive responses could be seen through students' behavior and opinion. The data finding shown that before the implementation of picture series as teaching media the students gave undesired response. Undesired responses could be observed from their behavior. They ignored the researcher and started chatting with others (see figure 4.1). The class was crowded, noisy, and very uncondusive. This indicated that students were low in motivation to learn. They preferred to do activities that is out of the topic. This was categorized as negative or undesired response towards the teaching-learning process because they did not show any motivation to learn.

However, after the researcher showed the picture series to the students for the first time in the 2nd meeting, the students started to show positive responses. Students behaved more positively towards the lesson by answering several questions about the story in picture series as reflected in the interaction between the researcher and students in table 4.4. The active behavior in answering and doing the assignment could be categorized as positive response since it helped to build effective teaching-learning process in class. The interaction in table 4.4 indicated that students felt

confident in providing answers. This also meant that students motivated by the use of picture series.

Moreover, picture series also helped them to focus in doing their assignment as represented in the figure 4.4. Additionally, in the interview that had been done after the treatment, the researcher found that students admitted that by using picture series they could easily construct the story in a correct sequence (see table 4.5).

“Mostly, it helps to construct the sequence of events, sir.”

“It also encourages us to seek the meaning of words, like the word *balapan* in English, *cepat* in English. And something like that.”

It was evidence that picture series had helped the students a lot in constructing story with correct sequence of events in it, because picture series as some experts said was very good and suitable to be implemented in writing text that had sequence of events. The interview above also showed that by utilizing picture series could improve students' vocabulary by practicing to find unfamiliar words and its meaning. They also become more confident to write narrative story.

Discussion

The results of this research show that the use of picture series as teaching media is effective to improve students' writing ability in narrative text at SMAN 1 Sumberpucung. This is proven by the hypothesis testing result of independent t-test that shows the Sig. (2-tailed) score of 0.025 which is less than 0.05. This means that the alternative hypothesis (H_a) is accepted. The alternative hypothesis says that the use of picture series as teaching media improves students' writing ability in narrative text. Moreover, the effect of implanting picture series can be seen from the results of pretest and posttest of writing test form each group. In the experimental group, the writing test mean score improves up to 19 points. While in the control group, the mean score improvement only up to 13.96 points. In brief, the experimental group achieves higher improvement than the control group. This result also goes in line with the previous research conducted by Lidyawati & Nirwanto (2016) that picture series helped to improve students' writing ability which is proven by the increase of mean score from the pretest and posttest of both groups. This evidence is also

supported by study conducted by Sa'diyah (2017) that proves picture series can significantly improve students writing achievement with mean score increase up to 20 points. This goes in line with this research that finds students' ability in writing mean score have been improved as much as 19 points.

The secondary qualitative data also support the quantitative result above. The responses of most students are found to be positive. The positive response can be observed from students' behavior and statement or opinion. Firstly, picture series can motivate students and make the focus to learn writing. This is evidenced from the observation and the interaction between students after implementing picture series, most of the students become more active by answering the researcher questions and start to share their thoughts (see figure 4.4 and table 4.4).

“What do you guys think about the picture series? what can you tell from the first picture? What events occur in this part?”

“umm, I can see the sequence already.”

“Good, what can you tell from the first picture? What events occur in this part?”

“Little red riding hood was asked to bring some cake for her grandmother.”

The activeness of students above in answering questions in class is categorized as positive response. This goes in line with theory stated by Azwar in Rahmati (2014) that positive behavior refers to the tendency of a person to act in a particular manner that may shows gratitude, motivation and confidence. This result is similar to the finding of Ariningsih (2010) that students are found to more active in class by participating in sharing their answer and thoughts. Additionally, this evidence goes in line with the theory put forward by Marianne and Sharon (1998) that picture series help to develop and sustain motivation which in return give a positive attitude towards the lesson.

Students opinion or statement about picture series also represents positive response. Some students say that picture series help students to get better understanding of the sequence of events in the story. This help them to write decent and well-organized narrative stories.

“So, what do you think of this picture series guys?”

“It is useful, sir.”

“In what way do picture series help you?”

“Mostly, it helps to construct the sequence of events, sir.”

The positive response can be seen from the statement “it is useful, sir” and it “helps to construct the sequence of events”, both of these statements or opinions have verbal statements of affective in it. According to Azwar (2014) affective can be said as somebody’s emotional feeling toward something. It is affected by belief or what someone believes of something. It either can be favorable or unfavorable. Referring to the word “useful and it helps...” it can be said that students have favorable response of the use of picture series as teaching media. This also proven the theory that says picture series is an additional material to develop students’ writing ability which can make students able to write story from sentence construction to paragraph composition (Ryan, 1993).

Thirdly, the interview also shows positive responses from the students. Their positive response can be seen from their statement or opinion. In the interview they state that picture series mostly help them to write story in a correct sequence of events.

“Mostly, it helps to construct the sequence of events, sir.”

The quoted interview above shows an affection statement in which the students feel to be helped a lot by the use of picture series. They feel that picture series contribute to their narrative writing.

“It also encourages us to seek the meaning of words, like the word *balapan* in English, *cepat* in English. And something like that.”

Additionally, the use of picture series improves students’ vocabulary mastery as well as their language use. The statement above also represents positive response because it has the affection statement in the sentence of “It also encourages us to seek the meaning of words...” From this statement it can be said that students feel motivated to enrich their vocabulary through picture series which later they can use it to write a story. This positive response is similar to the theory put by Pirozzolo and

Wittrock (1981) in which they state that picture series as teaching media is able to present the situations and contexts which make the meaning of new words or utterances clearer and easy to understand for students. In other words, students show their willingness to explore the language which is good to improve their vocabulary mastery. This evidence also goes in line with Sa'diyah (2017) quantitative results in which she finds that picture series encourages to express their idea in their writing, they are encouraged to write more and longer sentences even though it is not completely free of grammatical errors.

CONCLUSION AND SUGGESTION

Conclusion

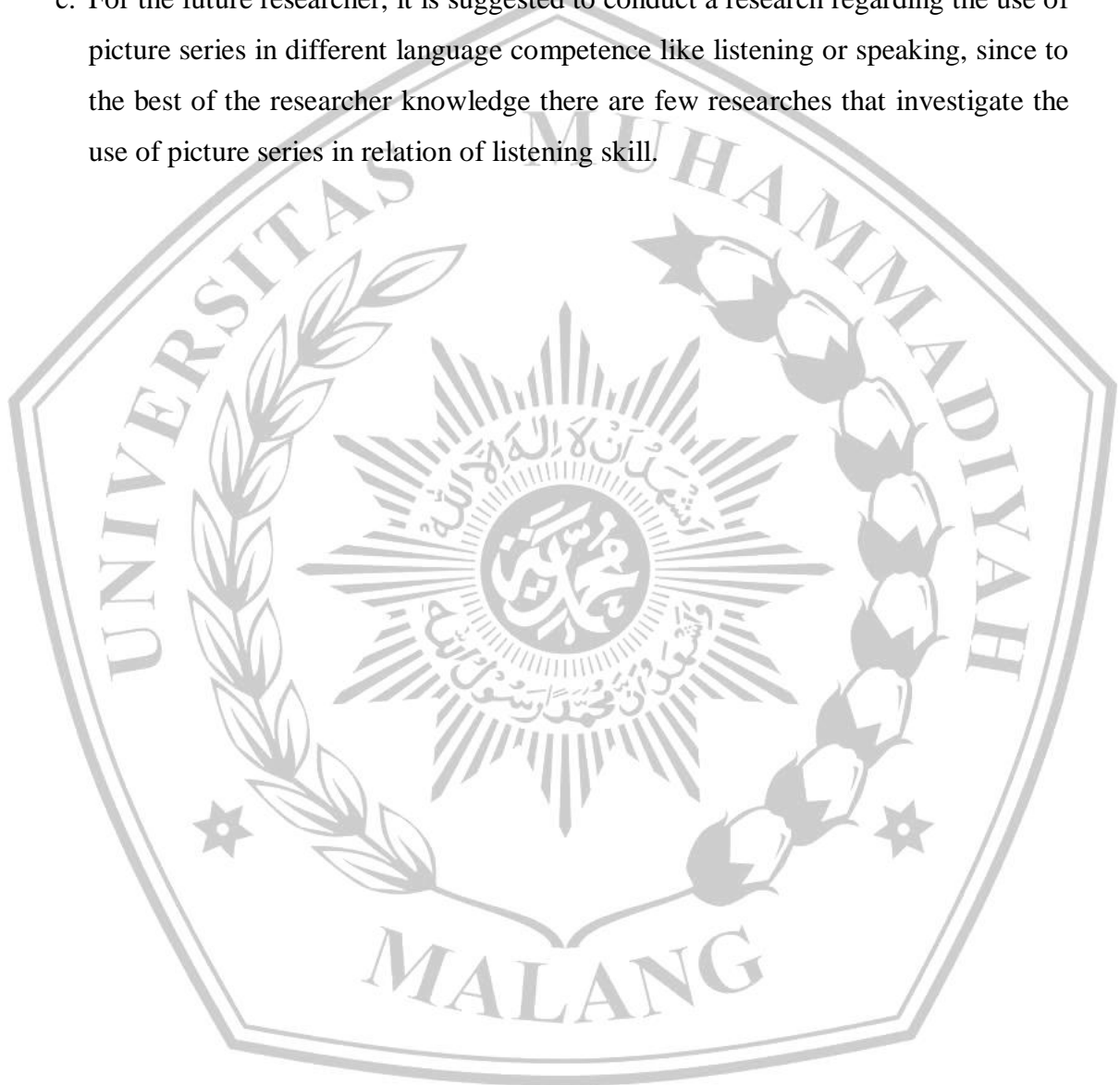
Based on the data finding and discussion, it can be concluded that the use of picture series as media improves tenth grade students writing ability in narrative text at SMAN 01 Sumberpucung Malang. It is shown by the data result of independent t-test that shows the score of Sig. (2-tailed) $0.025 < 0.05$. Additionally, the mean scores of both groups are also indicate that the experimental group achieve higher score than control group with the mean score 77.77 in the experimental group and 72.53 in the control group.

Additionally, Students are also found to be more active in class. They behave positively towards the implementation of picture series by actively answering the researcher's questions. This also means that the students feel motivated and willing to learn more of the lesson. Moreover, the interview also shows that students are helped to construct a story in a correct sequence and to discover new words in which it enriches their vocabulary (see figure 4.4 and table 4.5).

Suggestion

The researcher would like to offer some suggestions regarding this research especially for those who involve closely with the English language teaching domain. The researcher hopes that the suggestions will be meaningful and useful for English teacher, students, institutions, and other researchers.

- a. English teacher should be selective in choosing teaching method and media. Students will learn better if the method and the media is clear and enjoyable. This will also improve students' participations and confidence.
- b. The results of this research suggest English teacher to use picture series to improve students' score and skill especially in writing of narrative text.
- c. For the future researcher, it is suggested to conduct a research regarding the use of picture series in different language competence like listening or speaking, since to the best of the researcher knowledge there are few researches that investigate the use of picture series in relation of listening skill.



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Appendix 1. Writing Test Scoring Rubric

Analytic Writing Rubric

Criteria	Level	Standard
Content	30-27	EXCELENT TO VERY GOOD Knowledgeable, substantive, through development of the thesis, relevant to assigned topic
	26-22	GOOD TO AVERAGE: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail
	21-17	FAIR TO GOOD: Limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR: Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	EXCELENT TO VERY GOOD: Fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE: Somewhat copy, loosely organized but main idea stands out, limited support, logical; but incomplete sequencing
	13-10	FAIR TO POOR: Non fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERY POOR: Does not communicate, no organization or not enough to evaluate
Vocabulary	20-18	EXCELENT TO VERY GOOD: Sophisticated range, effective word, idiom choice and usage, word form mastery, appropriate magister
	17-14	GOOD TO AVERAGE: Adequate range, occasional error of word idiom and form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: Limited range, frequent errors of word idiom form, choice, usage, meaning confused or obscured
	9-7	VERY POOR: Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language use	25-22	EXELENT TO VERY GOOD: Effective EXCELENT complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	GOOD TO AVERAGE: Effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	FAIR TO POOR: Major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns,

		preposition and/or fragments, run on, deletions, meaning confused or obscured
	10-5	VERY POOR: Virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	5	EXCELENT TO VERY GOOD: Demonstrates mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR: Frequent errors of spelling, punctuations, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	VERY POOR: No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting eligible, or not enough to evaluate

(Adopted from Jacobs et al., 1981)

Appendix 2. Semi-structured Interview Guideline

1. What are the difficulties that you encounter when write narrative text?
2. What do you guys think about the picture series?
3. How can it help you to write a story?
4. Do you still find it difficult to write narrative text after I gave you the picture series?

Appendix 3. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP Experiment Class)

Sekolah : SMAN 1 Sumberpucung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Teks Naratif; Terkait Dongeng dan Legenda
Alokasi Waktu : 4 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none">• Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian cerita yang ditanyakan• Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif• Memahami struktur teks naratif dalam memberi dan meminta informasi terkait dongeng teks naratif• Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait dongeng teks naratif

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<ul style="list-style-type: none"> • Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi • Menulis ulang cerita legenda teks naratif dengan struktur, alur cerita dan tata bahasa dengan tepat
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Menulis teks naratif dengan struktur, tata bahasa yang baik dan benar
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

D. Materi Pembelajaran

- Fungsi Sosial
 - Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan
- Struktur Teks
 - Dapat mencakup:
 - Orientasi
 - Komplikasi
 - Resolusi
 - Orientasi ulang
- Unsur Kebahasaan
 - Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
 - Kosakata: terkait karakter, watak, dan setting dalam cerita legenda
 - Adverbia penghubung dan penunjuk waktu
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Cooperative Learning
- 3) Metode : Tanya jawab, dan diskusi

F. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Picture series
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Gambar dari Internet
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 Menit) (Experiment Class)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran b. Memeriksa kehadiran peserta didik sebagai sikap disiplin c. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu d. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran e. Menyampaikan tujuan pembelajaran	5 menit
Kegiatan Inti	f. Guru menjelaskan topik yang akan dipelajari yaitu teks naratif legenda fiksi <i>Beauty and the Beast</i> g. Guru bertanya kepada siswa apakah mereka pernah mendengar cerita naratif <i>Beauty and the Beast</i> h. Guru menjelaskan; pengertian dan fungsi naratif text, language features, dan generic structures i. Membagikan teks naratif <i>Beauty and the Beast</i> kepada peserta didik sebagai contoh dan menjelaskan kepada peserta didik j. Guru menjelaskan struktur teks naratif beserta unsur kebahasaan dalam naratif	70 menit

	<p>teks <i>Beauty and the Beast</i></p> <p>k. Mendiskusikan teks tentang <i>Beauty and the Beast</i> dan membahas unsur kebahasaan dari teks tersebut</p> <p>l. Guru menayakan kata – kata yang tidak dimengerti oleh siswa</p> <p>m. Guru menginstruksikan siswa untuk membuat kalimat dari vocabulary yang baru diterangkan secara berkelompok</p> <p>n. Siswa mempresentasikan hasil kerja kelompok</p> <p>o. Guru memberikan beberapa pertanyaan komprehensif mengenai teks naratif <i>Beauty and the Beast</i></p> <p>p. Setelah siswa mendapat pengetahuan dasar mengenai unsur kebahasaan, dan struktur dari narrative text guru memberikan tugas individu sebagai evaluasi belajar yakni menyusun cerita sederhana dari legenda <i>Cinderella</i> (pretest)</p>	
Penutup	<p>l. Guru mengumpulkan hasil kerja siswa</p> <p>m. Guru membahas kembali pelajaran yang telah di berikan</p> <p>n. Guru menanyakan kesulitan yang mungkin didapati siswa di dalam teks naratif</p>	5 menit

Pertemuan Ke-2 (2 x 45 Menit) (Experiment Class)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>a. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada</p> <p>b. Tuhan YME dan berdoa untuk memulai pembelajaran</p> <p>c. Memeriksa kehadiran peserta didik sebagai sikap disiplin</p> <p>d. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu</p> <p>e. Menanyakan kembali generic structure yang digunakan dalam narrative teks</p>	10 menit
Kegiatan Inti	<p>f. Guru memperkenalkan dan menjelaskan penggunaan media <i>picture series</i></p>	70 menit

	<ul style="list-style-type: none"> g. Membagikan teks naratif dan picture series tentang “<i>Little Red Riding Hood</i>” kepada peserta didik sebagai contoh media pembelajaran dan menjelaskan kepada peserta didik h. Guru menjelaskan tentang language features dalam teks i. Siswa menyampaikan ide, informasi yang didapat dari picture series j. Guru menyampaikan topik cerita yang di tulis menjadi teks narrative “<i>Little Red Riding Hood</i>” <ul style="list-style-type: none"> - What happened first? - Who were involved in the story? - What is the message of the story? f. Peserta didik menemukan kosa kata baru dan membuat kalimat dari kosakata baru dengan menggunakan past tense g. Peserta didik menceritakan kembali cerita naratif dengan menggunakan media <i>picture series</i> 	
Penutup	<ul style="list-style-type: none"> h. Guru menanyakan kembali pelajaran yang sudah di jelaskan i. Guru menugaskan siswa untuk membuat contoh kalimat past tense di rumah 	10 menit

Pertemuan Ke-3 (2 x 45 Menit) (Experiment Class)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> a. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada b. Tuhan YME dan berdoa untuk memulai pembelajaran c. Memeriksa kehadiran peserta didik sebagai sikap disiplin d. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> e. Guru menjelaskan kembali topik pada pertemuan sebelumnya f. Membagikan <i>picture series</i> tentang “<i>The Turtle and the Rabbit</i>” kepada peserta didik sebagai contoh media 	70 menit

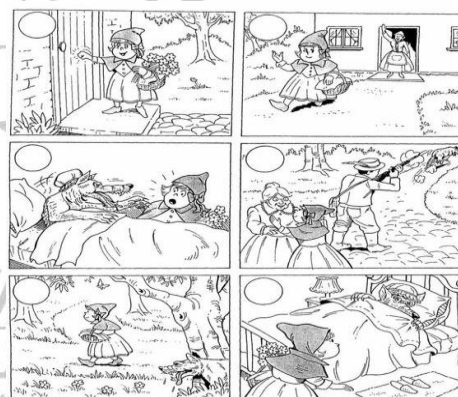
	<p>pembelajaran dan menjelaskan kepada peserta didik</p> <p>g. Guru membagi peserta didik menjadi beberapa kelompok</p> <p>h. Mendiskusikan teks tentang “<i>The Turtle and the Rabbit</i>” dan membahas genre, runtutan kejadian, dan aspek kebahasaan dari teks tersebut</p> <p>i. Peserta didik menemukan kosakata baru dari <i>picture series</i> dan membuat kalimat dari kosakata baru tersebut dalam bentuk <i>past tense</i></p> <p>j. Peserta didik meneruskan cerita dengan menggunakan <i>picture series</i></p> <p>k. Peserta didik mempresentasikan hasil kerja di depan kelas</p>	
Penutup	<p>l. Guru menanyakan kesulitan di dalam teks tersebut</p> <p>m. Guru dan peserta didik menyimpulkan pembelajaran yang sudah dilakukan</p> <p>n. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</p>	10 menit

Pertemuan Ke-4 (2 x 45 Menit) (Experiment Class)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>a. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada</p> <p>b. Tuhan YME dan berdoa untuk memulai pembelajaran</p> <p>c. Memeriksa kehadiran peserta didik sebagai sikap disiplin</p> <p>d. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu</p>	10 menit
Kegiatan Inti	<p>e. Guru menanyakan pengetahuan siswa mengenai teks naratif tentang “<i>Snow White and the Seven Dwarfs</i>”</p> <p>f. Guru mengulas kembali tentang <i>past tense</i> dan generic structures dari narrative teks</p> <p>g. Peserta didik diberikan tes tulis</p>	70 menit

	menulis kembali cerita “ <i>Snow White and the Seven Dwarfs</i> ” dengan menggunakan bahasa sendiri.	
Penutup	h. Guru menanyakan kesulitan di dalam teks tersebut i. Guru memberikan umpan balik kepada peserta didik	10 menit

I. Media Picture Series



Mengetahui
Kepala Sekolah SMAN 1 Sumberpucung

02 Januari 2020

Guru Mata Pelajaran

.....
NIP/NRK.

Djoko Sudjanarko, S.Pd
NIP/NRK.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP Control Class)

Sekolah : SMAN 1 Sumberpucung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganjil
Materi Pokok : Teks Naratif; Terkait Dongeng dan Legenda
Alokasi Waktu : 4 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian cerita yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait dongeng teks naratif • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait dongeng teks naratif
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis	<ul style="list-style-type: none"> • Menulis ulang cerita legenda teks naratif dengan struktur, alur cerita

sederhana terkait legenda rakyat	dan tata bahasa dengan tepat
----------------------------------	------------------------------

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

D. Materi Pembelajaran

- Fungsi Sosial
Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan
- Struktur Teks
Dapat mencakup:
 - Orientasi
 - Komplikasi
 - Resolusi
 - Orientasi ulang
- Unsur Kebahasaan
 - Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
 - Kosakata: terkait karakter, watak, dan setting dalam cerita legenda
 - Adverbia penghubung dan penunjuk waktu
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Cooperative Learning
- 3) Metode : Tanya jawab, dan diskusi

F. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Picture/Gambar
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Paket Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X.
- ❖ Internet
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 Menit) (Control Class)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">a. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaranb. Memeriksa kehadiran peserta didik sebagai sikap disiplinc. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itud. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajarane. Menyampaikan tujuan pembelajaran	5 menit
Kegiatan Inti	<ol style="list-style-type: none">f. Guru menjelaskan topik yang akan dipelajari yaitu teks naratif legenda fiksi <i>Beauty and the Beast</i>g. Guru bertanya kepada siswa apakah mereka pernah mendengar cerita naratif <i>Beauty and the Beast</i>h. Guru menjelaskan; pengertian dan fungsi naratif text, language features, dan generic structuresi. Membagikan teks naratif <i>Beauty and the Beast</i> kepada peserta didik sebagai contoh dan menjelaskan kepada peserta didikj. Guru menjelaskan struktur teks naratif beserta unsur kebahasaan dalam naratif teks <i>Beauty and the Beast</i>	70 menit

	k. Mendiskusikan teks tentang <i>Beauty and the Beast</i> dan membahas unsur kebahasaan dari teks tersebut l. Guru menayakan kata – kata yang tidak dimengerti oleh siswa m. Guru menginstruksikan siswa untuk membuat kalimat dari vocabulary yang baru diterangkan secara berkelompok n. Peserta didik mempresentasikan hasil kerja kelompok o. Guru memberikan beberapa pertanyaan komprehensif mengenai teks naratif <i>Beauty and the Beast</i> p. Setelah siswa mendapat pengetahuan dasar mengenai unsur kebahasaan, dan struktur dari narrative text guru memberikan tugas individu sebagai evaluasi belajar yakni menyusun cerita sederhana dari legenda <i>Cinderella</i> (pretest)	
Penutup	q. Guru mengumpulkan hasil kerja siswa r. Guru membahas kembali pelajaran yang telah di berikan s. Guru menanyakan kesulitan yang mungkin didapati siswa di dalam teks naratif	5 menit

Pertemuan Ke-2 (2 x 45 Menit) (Control Class)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada b. Tuhan YME dan berdoa untuk memulai pembelajaran c. Memeriksa kehadiran peserta didik sebagai sikap disiplin d. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu e. Menanyakan kembali generic structure yang digunakan dalam narrative teks	10 menit
Kegiatan Inti	j. Guru memberikan gambar/singlepicture sebagai media siswa k. Membagikan teks naratif dan gambar tentang " <i>Little Red</i> "	70 menit

	<p><i>Riding Hood</i>” kepada peserta didik sebagai contoh media pembelajaran dan menjelaskan kepada peserta didik</p> <ol style="list-style-type: none"> l. Guru menjelaskan tentang language features dalam narrative teks tersebut m. Peserta didik menyampaikan ide, informasi yang didapat dari media gambar n. Guru menyampaikan topik cerita yang di tulis menjadi teks narrative “<i>Little Red Riding Hood</i>” <ul style="list-style-type: none"> - What happened first? - Who were involved in the story? - What is the message of the story? k. Guru menjelaskan kalimat past tense di dalam teks narrative tersebut l. Peserta didik menemukan kosakata baru dari gambar dan membuat kalimat dari kosakata baru dalam <i>past tense</i> m. Peserta didik menceritakan kembali cerita dari “<i>Little Red Riding Hood</i>” dengan menggunakan media gambar 	
Penutup	<ol style="list-style-type: none"> n. Guru menanyakan kembali pelajaran yang sudah di jelaskan o. Guru menugaskan siswa untuk membuat contoh kalimat past tense di rumah 	10 menit

Pertemuan Ke-3 (2 x 45 Menit) (Control Class)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> a. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran c. Memeriksa kehadiran peserta didik sebagai sikap disiplin d. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu 	10 menit
Kegiatan Inti	<ol style="list-style-type: none"> e. Guru menjelaskan kembali topik pada pertemuan sebelumnya f. Membagikan SinglePicture/gamabar 	70 menit

	<p>tentang “<i>The Turtle and the Rabbit</i>” kepada peserta didik sebagai contoh media pembelajaran dan menjelaskan kepada peserta didik</p> <p>g. Guru membagi peserta didik menjadi beberapa kelompok</p> <p>h. Mendiskusikan teks tentang “<i>The Turtle and the Rabbit</i>” dan membahas genre dari teks tersebut</p> <p>i. Peserta didik menemukan kosakata baru dari media gambar</p> <p>j. Peserta didik membuat kalimat dari kosakata baru dalam bentuk <i>past tense</i></p> <p>k. Peserta didik meneruskan cerita dengan menggunakan gambar yang sudah diberikan</p>	
Penutup	<p>l. Guru menanyakan kesulitan di dalam teks tersebut</p> <p>m. Guru dan peserta didik menyimpulkan pembelajaran yang sudah dilakukan</p> <p>n. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</p>	10 menit

Pertemuan Ke-4 (2 x 45 Menit) (Control Class)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>a. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada</p> <p>b. Tuhan YME dan berdoa untuk memulai pembelajaran</p> <p>c. Memeriksa kehadiran peserta didik sebagai sikap disiplin</p> <p>d. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu</p>	10 menit
Kegiatan Inti	<p>e. Guru menanyakan pengetahuan siswa mengenai teks naratif tentang “<i>Snow White and the Seven Dwarfs</i>”</p> <p>f. Guru mengulas kembali tentang <i>past tense</i> dan generic structures dari narrative teks</p> <p>g. Peserta didik diberikan tes tulis menulis kembali cerita “<i>Snow White and the Seven</i></p>	70 menit

	<i>Dwarfs</i> ” dengan menggunakan bahasa sendiri.	
Penutup	h. Guru menanyakan kesulitan di dalam teks tersebut i. Guru memberikan umpan balik kepada peserta didik	10 menit

I. Media Gambar/Pictures



Mengetahui
Kepala Sekolah SMAN 1 Sumberpucung

02 Januari 2020

Guru Mata Pelajaran

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NIP/NRK.

Djoko Sudjanarko, S.Pd
NIP/NRK.

Appendix 4. Writing Test Instrument for Pretest

Writing Test for pretest

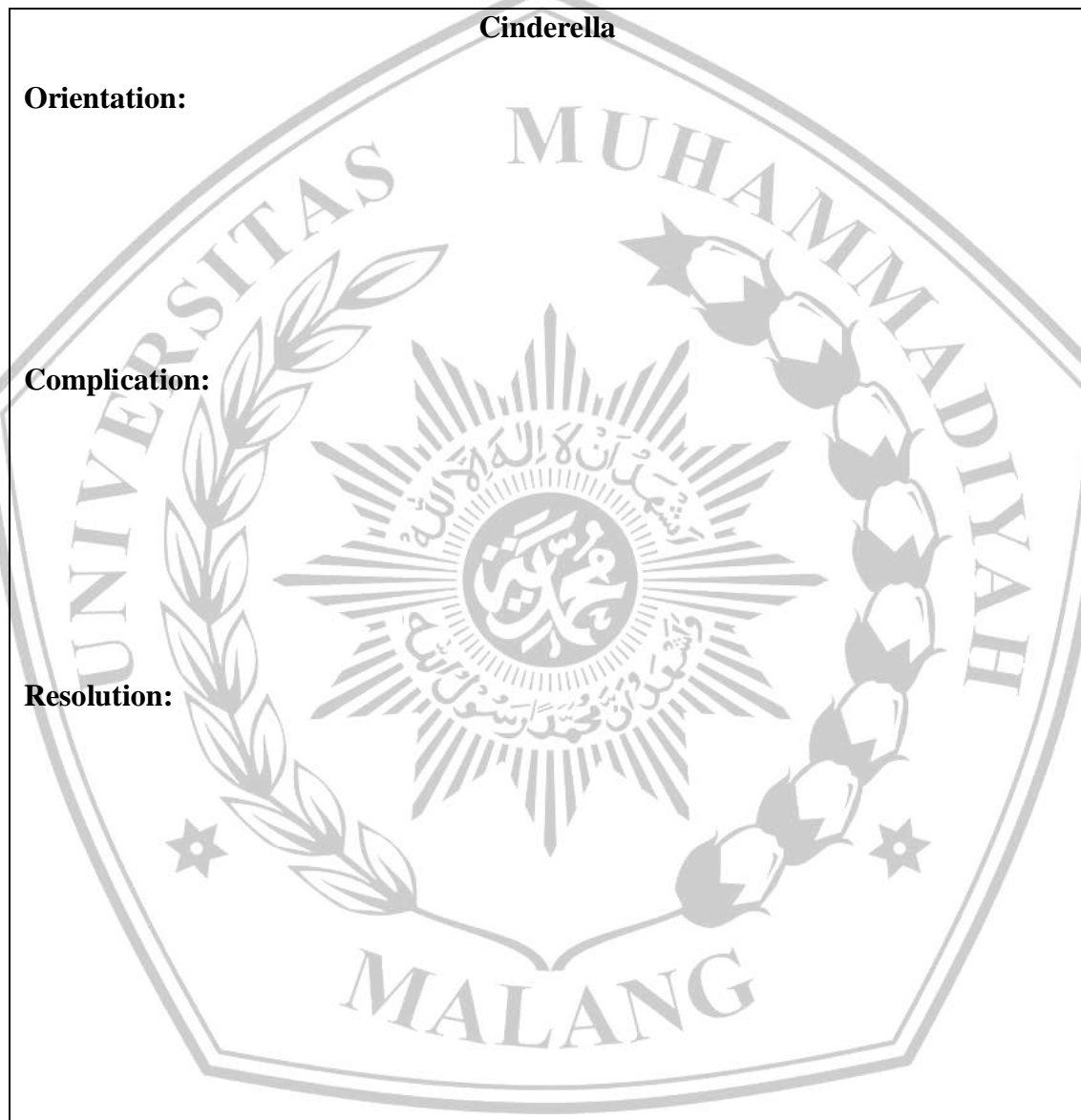
Soal: Re-write the story of Cinderella your own language (approximately 200 words). You will be given 50 minutes to finish your task. Write the story in a correct sequence.

Cinderella

Orientation:

Complication:

Resolution:

The background of the form features a large, faint watermark of the Universitas Muhammadiyah Malang logo. The logo is a shield-shaped emblem. At the top, the words "UNIVERSITAS" and "MUHAMMADIYAH" are written in an arc. In the center is a circular seal containing Arabic calligraphy. Below the seal, the word "MALANG" is written in an arc. The entire emblem is surrounded by a decorative border of leaves and stars.

Appendix 5. Writing Test Instrument for Posttest

Writing Test for posttest

Soal: Re-write the story of Snow White and the Seven Dwarfs using your own language (approximately 200 words). You will be given 50 minutes to finish your task. Write the story in a correct sequence.

Snow White and the Seven Dwarfs

Orientation:

Complication:

Resolution:

Appendix 6. Mean Score of Pretest and Posttest in Experimental Group

Statistics

Mean of Pretest in Experimental

Group		
N	Valid	30
	Missing	0
Mean		58.77
Median		58.00
Std. Deviation		6.095
Variance		37.151
Range		25
Minimum		50
Maximum		75

Statistics

Mean of Posttest in Experimental

Group		
N	Valid	30
	Missing	0
Mean		77.77
Median		76.50
Std. Deviation		9.616
Variance		92.461
Range		43
Minimum		50
Maximum		93

Appendix 7. Mean Score of Pretest and Posttest in Control Group

Statistics

Mean of Pretest in Control Group

N	Valid	30
	Missing	0
Mean		57.40
Median		56.00
Std. Deviation		5.190
Variance		26.938
Range		15
Minimum		50
Maximum		65

Statistics

Mean of Posttest in Control Group

N	Valid	30
	Missing	0
Mean		72.53
Median		70.50
Std. Deviation		7.986
Variance		63.775
Range		30
Minimum		60
Maximum		90

Appendix 8. Interrater reliability of Pretest in Experimental Group

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.715	.087	15.256	.000
N of Valid Cases		30			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Appendix 9. Interrater reliability of Pretest in Control Group

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.665	.090	11.172	.000
N of Valid Cases		30			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Appendix 10. Interrater reliability of Posttest in Experimental Group

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.707	.086	12.885	.000
N of Valid Cases		30			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Appendix 11. Interrater reliability of Posttest in Control Group

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.700	.089	11.549	.000
N of Valid Cases		30			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Appendix 12. Normality Test in Pretest

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Score	Experimental Group	.108	30	.200*	.933	30	.061
	Control Group	.145	30	.110	.901	30	.009

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 13. Normality Test in Posttest

Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experimental Group	.108	30	.200*	.933	30	.061
	Control Group	.145	30	.110	.901	30	.009

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 14. Homogeneity Test in Pretest

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.082	1	58	.776
	Based on Median	.113	1	58	.738
	Based on Median and with adjusted df	.113	1	54.580	.738
	Based on trimmed mean	.065	1	58	.799

Appendix 15. Homogeneity Test in Posttest

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.498	1	58	.483
	Based on Median	.571	1	58	.453
	Based on Median and with adjusted df	.571	1	56.485	.453
	Based on trimmed mean	.567	1	58	.455

Appendix 16. Students' Score Sheet
 Nilai X IPS 3 (Experiment Group)

Students	R1 Pretest	R1 Posttest	R2 Pretest	R2 Posttest
1	54	88	54	88
2	53	78	54	78
3	60	78	61	75
4	56	92	56	92
5	58	88	58	85
6	50	50	50	50
7	65	66	65	66
8	71	75	71	75
9	75	93	75	94
10	55	75	55	75
11	59	75	54	75
12	53	66	53	66
13	55	80	55	80
14	64	66	60	68
15	62	66	62	65
16	61	74	61	74
17	62	70	60	70
18	60	75	60	70
19	61	75	60	75
20	65	85	65	85
21	56	92	56	92
22	54	88	52	88
23	52	85	52	85
24	57	81	57	80
25	58	74	58	74
26	51	88	51	88
27	59	73	59	72
28	54	75	55	75
29	70	82	70	82
30	53	80	53	80

Nilai X IPS 4 (Control)

Students.	R1 Pretest	R1 Posttest	R2 Pretest	R2 Posttest
1	51	88	51	88
2	50	85	50	80
3	50	65	52	65
4	55	75	56	60
5	55	68	60	68
6	54	60	53	65
7	59	66	55	66
8	63	90	60	88
9	65	75	65	75
10	65	74	65	74
11	60	66	60	66
12	53	74	53	75
13	65	80	64	80
14	57	70	56	70
15	53	70	53	70
16	54	75	54	75
17	56	66	73	65
18	60	75	60	70
19	59	67	60	67
20	60	65	62	65
21	55	72	55	72
22	56	65	54	65
23	63	70	60	70
24	53	80	53	80
25	65	65	67	65
26	53	81	53	81
27	65	88	66	88
28	65	65	70	65
29	50	65	50	65
30	53	71	58	70